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ABSTRACT

A three-part questionnaire requiring the prioritization of 93 program items under 13 identified program areas was administered to 207 Extension agents in counties from 30 States where 4-H Community Development (CD) programs were conducted through organized groups. The study was designed to (1) describe and analyze the 4-H/CD programs conducted by Extension agents and leaders through organized 4-H/CD groups at the local or county level, (2) determine the priority of 4-H/CD programs as perceived by Extension agents responsible for 4-H/CD groups at the county level, (3) describe and analyze the most important activities conducted, and (4) specify limitations and conditions involved in conducting 4-H/CD programs as perceived by Extension agents at the county level. In this report, the high priority items selected by the respondents in each of the program areas are listed and other findings relating to the size of the county staff, past 4-H activities, degree of support for 4-H/CD programs, and problems are briefly discussed under separate headings. The major part of this report consists of 13 tables (one for each program area) showing the rankings of the 93 program items. (SH)

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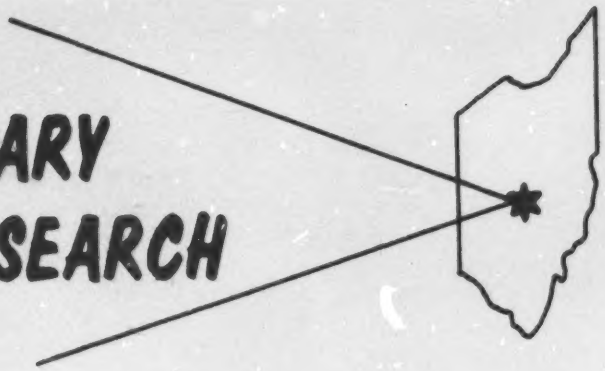

SUMMARY OF RESEARCH

DEPARTMENT OF AGRICULTURAL EDUCATION

The Ohio State University
Columbus, Ohio 43210

ED138783

ANALYSIS OF 4-H COMMUNITY DEVELOPMENT PROGRAMS IN THE COOPERATIVE EXTENSION SERVICE

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INTRODUCTION

The 4-H Community Development (CD) program has helped youth discover their community and encouraged them to engage in activities to improve the quality of their environment. This study identified programs and activities that may be useful in aiding Extension staff members and leaders in planning and developing improved 4-H Community Development programs.

Dyer (1972) reported that youth living in a neighborhood today will live, on the average, in five or six different communities within their lifetime. The more they understand their present community and its decision-making process, the more effective citizens they are likely to be in the other communities in which they will eventually live.

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ANALYSIS OF 4-H COMMUNITY DEVELOPMENT PROGRAMS IN THE COOPERATIVE EXTENSION SERVICE

The 4-H Youth Committee on Organization and Policy (1971, p.5) suggested that youth need to be involved. They need a chance to commit themselves to some of the significant problems of their communities, to broaden their horizons, to expand their relationships and understandings, and undergo maturing experiences as they work at challenging meaningful activities in which they can take pride and gain a sense of personal accomplishment.

Kvaraceus (1969, pp.62,72) believes that only youth can solve youth problems through service to themselves and the community. He feels that youth should be organized into the corporate structure of society in order to communicate and to work within such institutions as schools, colleges, churches, police, labor unions, court systems, health and welfare agencies.

Former Secretary of Agriculture Harden (1971) in memorandum No. 1741 made a direct appeal for youth organizations to become involved in community development activities. The formal Secretary memorandum is stated in part as follows:

> The USDA is committed to improvement of the quality of life in America's communities. Youth development and community development have long been a part of the USDA mission. Many young people want to be involved directly and realistically in community planning, development and action. The unique interests, concerns, skills, and drives of youth can help solve many of the urgent social and economic problems. It is essential that youth be provided an opportunity to participate in all stages of community development.

In 1972 Congress earmarked 2.5 million dollars to Extension Service 4-H programs of the Land-Grant Universities for programs designed to involve more young people in community development programs.

PURPOSE OF THE STUDY

The major purposes of this study were:

1. To describe and analyze the 4-H Community Development programs (activities and events) conducted by Extension agents and leaders through organized 4-H/CD groups at the local or county level.

2. To determine the priority of 4-H/CD programs as perceived by Extension agents responsible for 4-H/CD groups at the county level.

3. To describe and analyze the most important 4-H/CD activities conducted.

4. To specify limitations and conditions involved in conducting 4-H/CD programs as perceived by Extension agents at the county level.

METHODOLOGY

This study was based on thirteen program areas identified by the National 4-H Program Committee on Community Development, (1972). The thirteen program areas were:

1. Leadership Development relating to community life
2. Public affairs, including land use planning
3. Taxation and local government
4. Housing
5. Education
6. Recreation and tourism
7. Environment and ecology
8. Production and marketing

9. Transportation, communication, and utilities
10. Health
11. Community welfare
12. History, culture, and fine arts
13. Religion and churches

A review of the literature generated 101 statements for the thirteen program areas on 4-H'ers understanding of their community. A jury of nine experts evaluated and placed the program items in the thirteen program areas. The experts were employees of the Alabama, Ohio and USDA-Cooperative Extension Services. The final list of program items were reduced to 93 statements after several closely related statements were combined. These 93 items were the main part of the questionnaire.

Respondents were asked to rate the program items on a one-to-five point priority scale. A value of one was assigned to "very low priority," two was assigned to "low priority," three was assigned to "average priority," four was assigned to "high priority," and five was assigned to "very high priority." The highest possible score on an item was five. The lowest possible score on an item was one.

This Likert-type scale had an instrument reliability coefficient of .98 by using an Item Analysis Program (Johnson and McCabe, 1975) which was designed to perform an internal consistency analysis of a questionnaire.[1]

A second part of the instrument was designed to collect demographic data concerning: (1) number of professional agents on county staff, (2) years employed with Extension, (3) years responsible for 4-H/CD program, (4) level of education, and (5) major of most recent degree.

A third part of the questionnaire consisted of five open-end questions to determine the most important 4-H/CD activities being conducted; and to specify limitations and conditions involved in conducting quality 4-H/CD programs at the county level.

The population consisted of Extension agents in counties from 30 states where 4-H/CD programs were conducted through organized groups. Eighty-three percent of the 249 individuals in the population responded to the questionnaire between February and March 1976. Of the 207 questionnaires returned, 177 contained the required information necessary for this study.

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[1]Questionnaire can be found in Appendix A

MAJOR FINDINGS

Program Items Conducted by Respondents With High Mean Priority Rating Scores

Of the choices offered, respondents ranked a number as high priority with a score of 4.00 or above.

These items are listed below. The number in ( ) is the total number of activities listed for the respondents' reaction.

Leadership (6)

1. Outline a plan of action for developing and carrying out some kind of project for community improvement.
2. Invite persons to discuss leadership structure of the community.

Public Affairs and Land Use Planning (11)

1. Conduct community interviews and surveys.
2. Four-H/CD group serving with adult community decision-making committees.
3. Prepare a map or other exhibits showing all the social systems that make their community what it is (business centers, public buildings, schools, and churches).
4. Prepare an exhibit or illustrated talk on "community action" and how things get done in their community.

Taxation and Local Government (11)

1. Make an exhibit of their town, city, or county government organization showing elected officials, appointed officials, courts and public departments.

2. Have representatives of political parties visit their meeting to present their point of view on public issues.

3. Attend a court session and report on what takes place.

4. Prepare a discussion on how a bill is passed through the state legislature.

5. Have group prepare an exhibit describing services provided by government.

6. Find out: who is eligible to vote, how to register to vote, the date for elections, voting places in their community, how to get absentee ballots; other information from boards of elections.

Housing (6)

1. Conduct survey on community housing needs.

2. Outline a plan of action for a project on improving housing in their community.

3. Have panel discussion or talk on the place of housing in a good community.

4. Interact with public officials on feasibility study for housing needs.

5. Four-H/CD television presentation relating to the effect of housing on community environment.

Education (7)

1. Survey all agency and organization programs in their community to find out what kind and for whom the educational programs are intended.

2. Prepare an address for local presentation on the need for increasing community understanding and cooperation about their school system.

3. Prepare a public report which briefly describes the major educational programs in their community, and how people can gain more information about the programs.

Recreation and Tourism (10)

1. Develop a questionnaire and survey the recreational interests, needs and problems of the people in their community.

2. Set up a plan for providing recreation to senior citizens or handicapped people in their community.

3. Join with other youth groups in developing and conducting a community recreation project of some kind.

Environment and Ecology (6)

1. Select one of the community's important natural resources or natural assets. Determine its economic and social importance to the community.

2. Make a map of their community and locate the important natural resources and natural assets on the map.

3. Determine what natural resources need to be conserved in their community.

Transportation, Communication and Utilities (5)

1. Determine how to find on a map the nearest bus depot, railroad, airline, trucking terminal, shipping port or telephone and telegraph office, post office, TV and radio station, newspaper office, electric power plant, water works, sewage disposal plant.

Health (8)

1. Invite one or more health resource persons such as a nurse, physician, or public health official to discuss the public health situation of their community in a group meeting.

2. Develop a debate or panel discussion on the health conditions and programs of the local school system.

Community Welfare (6)

1. Visit juvenile court, judge, or the probate judge who works with juvenile cases.

History, Culture, and Fine Arts (5)

1. Have group prepare a project or participate in a bicentennial program.

Religion and Churches (7)

1. Determine the functions of the ministerial association in the community.

Priority Ratings of Program Items According to Size of County Staff

An investigation was made to determine Extension agents' priority ratings on 93 4-H/CD program items according to size of county staff. The one-way analysis of variance was used to show the respondent's priority rating mean score, standard deviation and level of significance.

In counties with one to two staff members, the mean scores of the priority program items ranged from a high of 3.51 in the education program area to a low of 2.39 in the housing program area.

Respondents in counties with three to four staff members, mean priority rating scores ranged from a high of 3.26 in taxation and local government program area to a low of 2.41 in the housing program area. The respondents in counties with five or more staff members priority rating mean scores ranged from 3.91 in the program area on taxation and local government to 2.81 in the housing program area. Program items on housing received low priority ratings from the three groups of respondents. The data indicated that program items were rated higher by county staffs with five or more members.

The one-way analysis of variance test revealed there were significant differences between respondents priority rating on 24 of the 93 program items according to size of county staff.

Priority Rating of Remaining Program Items

Based upon the one-way analysis of variance calculated, no significant differences were found between respondent's priority rating of program items according to tenure in Extension, years responsible for 4-H/CD, level of education, or major of last degree.

4-H/CD Activity Conducted The Past Year Extension Agents Considered Most Important

One hundred fifty-six respondents reported having conducted one activity during the past year they considered most important. The three activities having the highest ranking were, concern with organizing and conducting community beautification programs, understanding local and state government and developing youth centers and youth training programs.

Extension Agents Responses to Why They Considered Their Most Important 4-H/CD Activity Conducted During the Past Year Was Successful

Respondents reported that the three highest ranking 4-H/CD activities were successful the past year because: cooperation from local and state officials aided the group to understand the operation of law making bodies; a beautification and clean up program improved their community appearance; and group interaction with public officials enhanced the development of youth training programs.

Activities Conducted in the County that Extension Agents Considered Really Met the Intention of the 4-H/CD Program By Listing Up to Five Items

The three top activities conducted by Extension agents which really met the intention of the 4-H/CD program were beautification with 68 responses; conservation, natural resources and parks having 66 responses; and developing youth leadership consisting of 56 responses.

The Degree of Support the 4-H/CD Program Received From Groups in the County

Eighty percent or more of the respondents reported that the four groups being investigated were very supportive or supportive to the 4-H/CD program. These groups included - other agents, 4-H leaders, 4-H members, and community leaders.

Problems

Sixty respondents responded to the open-end question on problems you would advise other agents to avoid. The most common response was to avoid pushing activities on 4-H/CD groups. The group must have an input in selecting their activities and events. Closely related to this response was the feeling that Extension programs should be developed from the local level up, not from the Federal level down.

CONCLUSIONS

The following conclusions were based on the interpretations of the data posted in the study.

1. Program areas that are being conducted most often at the local or county level to develop youth understanding of community development include: leadership; public affairs and land use planning; recreation and tourism; natural resources and conservation; health; history; culture; and fine arts.

2. There are a large number of important 4-H/CD programs being conducted through organized 4-H/CD groups that can be used as a model for further expansion of the 4-H/CD program.

3. Extension agents who indicated 4-H/CD programs had been conducted in their county rated program items higher than those agents who did not have the programs conducted in their county.

4. Respondents having a large number of staff members in the county rated the priority of program item higher than respondents from counties with smaller staff.

5. The priority rating of 4-H/CD program items were not related to respondents' level of education, major of last degree, years responsible for 4-H/CD programs and years employed with Extension.

6. Other agents, 4-H leaders, 4-H members, and community leaders are supportive of 4-H/CD programs at the county level.

7. Respondents indicated the following concerns: Job descriptions need to be clear, Extension programs should be developed from the "bottom up" and more personnel are needed at the county level to assume new responsibilities in 4-H/CD.

RECOMMENDATIONS

1. Four-H Community Development programs should be expanded through organized clubs.

2. More personnel should be added to small county staffs in order to have successful 4 H/CD programs.

3. Job descriptions must be made clear to Extension agents responsible for the 4-H/CD program at the county level.

4. Persons responsible for 4-H/CD programs should actively seek support from 4-H members, other agents, 4-H leaders, and community leaders in providing quality programs.

5. The high priority program items discussed earlier should be used by Extension personnel responsible for 4-H/CD programs in order to encourage expansion of programs.

6. Studies should be conducted with youth to determine their priority of 4-H/CD programs.

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APPENDIX A

Table 1

PRIORITY RATINGS OF LEADERSHIP PROGRAM ITEMS WHETHER CONDUCTED OR NOT CONDUCTED

(n=176)

Priority Ratings of Leadership Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Plan and carry out a community beautification program.	30	3.95	.82	46	2.98	1.06	6.42*
Study census data for their town, city, township, county etc.	59	3.73	.85	117	2.79	1.03	6.06*
Set up a panel of leading citizens to discuss a topic such as "changes and improving the community."	51	3.96	.75	125	3.14	.96	5.45*
Outline a plan of action for developing and carrying out some kind of project for community improvement.	148	4.43	.70	28	3.54	1.26	5.31*
Invite persons to discuss leadership structure of their community	109	4.03	.87	67	3.40	.92	4.53*
Set up a debate on topic such as: "Resolved that there should be consolidation or more cooperation between communities or counties."	12	2.92	.90	163	2.57	.93	1.18

*p≤ .05

Table 2

Priority Ratings Of Public Affairs And Land Use Planning Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Public Affairs And Land Use Planning Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Conduct community interviews and surveys.	74	4.00	.79	102	2.90	.94	8.16*
Projects or committees in which group worked jointly with other youth service organizations (public affairs and land use planning).	56	3.95	.80	120	2.94	.88	7.25*
Four-H/CD group serving with adult community decision-making committees.	85	4.29	.70	91	3.44	1.09	6.14*
Interacting with different agencies conducting project feasibility studies in the community.	69	3.77	.88	107	2.94	.89	6.04*
Prepare a map or other exhibits showing all the social systems that make their community what it is (business centers, public buildings, schools, and churches).	33	4.06	.89	143	3.00	.93	5.94*
Prepare an exhibit or illustrated talk on "community action" and how things get done in their community.	49	4.07	.81	127	3.14	1.03	5.48*
Four-H/CD group making television presentations relating to community living.	26	3.42	.76	150	2.57	.99	4.16*
Participate in studies on land use planning.	33	3.77	.90	143	3.00	.94	4.14*

Table 2 (Continued)

Priority Ratings Of Public Affairs And Land Use Planning Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Public Affairs And Land Use Planning Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Prepare an illustrated talk on employment in the community.	16	3.81	.75	160	2.77	.93	4.13*
Viewing and discussing films, slides sets, cassettes, etc., prepared for 4-H/CD group on public affairs or land use planning.	54	3.57	.79	122	2.97	.99	3.98*
Meet with the planning and zoning commission to understand its functions.	29	3.86	.69	147	3.19	1.03	3.36*

*P ≤ .05

Table 3

Priority Ratings Of Taxation And Local Government Program Items
Whether Conducted Or Not Conducted

(n=176)

Priority Ratings Of Taxation And Local Government Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Make an exhibit of their town, city, or county government organization showing elected officials , appointed officials, courts and public departments.	24	4.21	.72	153	3.10	1.03	6.46*
Have representatives of political parties visit their meeting to present their point of view on public issues.	45	4.02	.84	132	2.99	1.09	5.76*
Attend a court session and report on what takes place.	54	4.13	.67	123	3.32	1.13	4.93*
Prepare a discussion on how a bill is passed though the state legislature.	32	4.15	.77	145	3.26	.98	4.84*
Have group prepare an exhibit describing services provided by government.	25	4.08	.81	152	3.16	.92	4.71*
Do a career exploration project for the field of government or public service.	40	3.92	.92	137	3.17	1.01	4.25*
Find out: who is eligible to vote, how to register to vote, the date for elections, voting places in their community, how to get absentee ballots; other information from boards of elections.	37	4.10	.74	140	3.44	1.04	3.69*

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Table 3 (Continued)

Priority Ratings Of Taxation And Local Government Program Items
Whether Conducted Or Not Conducted

(n=176)

Priority Ratings Of Taxation and Local Government Program Items	CONDUCTED			DID NOT CONDUCT			
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	t
At voting time, visit the nearest polling place; and have a mock ballot and election as group project.	32	3.78	.87	145	3.11	1.12	3.17*
Prepare a talk or demonstration on how ordinances are made or changed in their community.	15	3.93	.59	162	3.15	.93	3.15*
Investigate amounts of money it takes to operate their local government for one year.	24	3.79	1.14	153	3.35	1.01	1.91
Have a panel discussion or debate comparing the advantages and disadvantages of different forms of taxation.	7	3.14	1.21	170	2.88	1.02	0.67

*p ≤ .05

Table 4

Priority Ratings Of Housing Program Item Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Housing Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Conduct survey on community housing needs.	19	4.11	.81	158	2.82	1.03	5.22*
Outline a plan of action for a project on improving housing in their community.	15	4.07	.80	161	2.77	.97	5.02*
Have panel discussion or talk on the place of housing in a good community.	10	4.10	1.10	166	2.80	.99	4.03*
Interact with public officials on feasibility study for housing needs.	7	4.29	.76	169	2.77	1.00	3.94*
Four H/CD television presentations relating to the effect of housing on community environment.	3	4.33	1.15	173	2.53	.95	3.26*
Work jointly with other youth organizations on determining housing needs in all areas of the community.	11	3.82	.98	165	2.81	1.01	3.22*

*$p \leq .05$

Table 5

Priority Ratings of Education Program Items Whether Conducted or Not Conducted

(n=177)

Priority Ratings of Education Program Items	Conducted			Did Not Conduct			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Survey all agency and organization programs in their community to find out what kind and for whom the educational programs are intended.	45	4.11	.80	133	3.27	.98	5.22*
Do career exploration project for the field of education.	46	3.96	.81	131	3.18	1.09	4.41*
Prepare an address for local presentation on the need for increasing community understanding and cooperation about their school system.	13	4.15	.55	164	2.97	1.06	3.98*
Prepare a public report which briefly describes the major educational programs in their community, and how people can gain more information about the programs.	26	4.00	.94	151	3.19	.97	3.94*
Visit with school officials and learn how their school system is governed, how it is financed, and how decisions are made.	47	3.94	.94	130	3.38	1.14	2.99*
Develop a debate or panel discussion pertaining to improving education to meet the needs of young people in their community.	16	3.87	.96	161	3.12	1.03	2.81*

Continued on next page

Table 5 (Continued)

Priority Ratings Of Educational Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Educational Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Study school system and make comparions with other school systems in their area, with state averages and recommendations or standards, recommendations of school systems by authorities, curriculum offerings, college preparatory courses, vocational courses, and education of handicaps.	24	3.62	.82	153	3.00	1.13	2.60*

*p ≤ .05

Table 6

Priority Ratings Of Recreation And Tourism Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Recreation And Tourism Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Make an inventory of the natural resources and assets in a large park-playground of their city or area.	49	3.98	.69	128	2.91	1.01	6.81*
Enroll as a junior in a recreation project and help and direct a recreation program for their group - an event or recreation over a period of time.	73	3.93	.82	104	3.04	.94	6.53*
Compare the recreation facilities in your community with a neighboring community.	45	3.80	.73	132	2.82	.93	6.43*
Develop a questionnaire and survey the recreational interests, needs and problems of the people in their community.	67	4.13	.80	110	3.23	1.00	6.30*
Assist park manager with certain activities during the summertime.	47	3.98	.73	130	2.98	.98	5.87*
Explore and enroll in the 4-H Recreation Award Program of their state	23	3.75	.84	149	2.59	.98	5.86*
Develop a debate or panel discussion on some local recreation subject issue.	21	3.71	.72	156	2.64	.88	5.35*
Set up a plan for providing recreation to senior citizens or handicapped people in their community.	51	4.10	.73	126	3.33	1.06	4.78*

Table 6 (Continued)

Priority Ratings Of Recreation And Tourism Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Recreation And Tourism Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Join with other youth groups in developing and conducting a community recreation project of some kind.	70	4.13	.76	107	3.41	1.12	4.68*
Do a career exploration project for the field of recreation.	21	3.81	1.03	156	3.01	1.03	3.37*

*$p \leq .05$

Table 7

Priority Ratings Of Environment And Ecology Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Environment And Ecology Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Select one of the community's important natural resources or natural assets. Determine its economic and social importance to the community.	38	4.13	.70	139	3.27	1.00	5.02*
Make a map of their community and locate the important natural resources and natural assets on the map.	35	4.03	.89	141	3.10	1.00	5.01*
Find out local laws and customs for hunting on private property in the county.	44	3.73	.79	132	3.00	1.01	4.87*
Do a career exploration project for the field of conservation.	37	3.97	.83	140	3.15	.97	4.73*
Study of products from natural resources which are produced in their community.	59	3.81	.90	117	3.14	.94	4.49*
Determine what natural resources need to be conserved in their community.	56	4.07	.89	121	3.52	.97	3.61*

*p ≤ .05

Table 8

Priority Ratings Of Production And Marketing Program Items
Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Production And Marketing Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Organize a group trip to a factory or processing plant in their community.	86	3.90	.67	91	3.10	1.15	5.57*
Study and determine the relationship between production and marketing in their community and the natural resources and assets found in their community.	37	3.81	.70	140	3.09	.98	4.23*
Study the various types of business organization (single ownership, partnership, cooperation and cooperative) and determine which types are most applicable to different production, market, and service enterprises in their area.	29	3.59	.73	148	2.95	.96	3.40*
Do a career exploration project for the field of marketing.	17	3.82	1.01	160	2.98	1.02	3.26*
Create a "market place" game to illustrate how goods and services are exchanged.	12	3.67	.78	165	2.85	.96	2.87*

*$p \leq .05$

Table 9

Priority Ratings Of Transportation, Communication And Utilities Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Transportation, Communication And Utilities Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Visit several of the transportation, communication, and utilities to understand how they serve their community.	54	3.89	.77	123	3.16	.98	4.84*
Select a raw material produced in their community. Trace its route and identify the various means of transportation used to reach its final destination.	26	3.69	.68	151	2.93	.95	3.92*
Determine how to find on a map the nearest bus depot, railroad, airline, trucking terminal, shipping port or telephone and telegraph office, post office, TV and radio station, newspaper office, electric power plant, water works, sewage disposal plant, etc.	14	4.00	.68	163	2.90	1.06	3.80*
Do a career exploration project for some field of public utilities, transportation, or communication.	17	3.88	.93	160	2.99	.99	3.55*
Determine which of the means of transportation, communications and utilities, serving their community, are privately owned and have monopoly, and are publicly owned.	14	3.50	.76	163	2.94	.92	2.22*

*$p \leq .05$

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Table 10

Priority Ratings Of Health Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Health Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Invite one or more health resource persons, such as a nurse, physician, or public health offical to discuss the public health situation of their community in a group meeting.	70	4.11	.71	107	3.44	1.03	4.78*
Make an exhibit or demonstration or talk showing all the ways in which the community protects human health and prevents or controls the spread of disease and illness.	42	3.86	.68	135	3.19	.93	4.26*
Develop a debate or panel discussion on the health conditions and programs of the local school system.	10	4.00	.67	167	2.84	.90	3.97*
Take one food product, such as milk, and note all the health and safety checks and inspections that are made from producer to consumer.	39	3.77	.69	138	3.12	.98	3.90*
Study careers available in the health field.	35	3.80	.77	142	3.16	1.01	3.79*
Have group develop and conduct a community education program on the public health situation in their area	21	3.90	.77	155	3.16	1.01	3.25*

Table 10 (Continued)

Priority Ratings Of Health Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Health Program Items	CONDUCTED			DID NOT CONDUCT			
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	t
Select and thoroughly study several of the community services that are related to health; such as: water supply system, sewage dispoal, food processing and distribution, air pollution, school health, civil defense, etc.	51	3.84	.78	126	3.46	.93	2.50*
Investigate how their community measures up to desirable or offical health standards.	19	3.79	.71	158	3.22	.98	2.47*

*p $\leq$ .05

Table 11

Priority Ratings Of Community Welfare Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Community Welfare Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Visit juvenile court, judge, or the probate judge who works with juvenile cases.	44	4.11	.74	133	3.31	1.10	4.48*
Work with adults on some welfare project and discuss their experiences.	29	3.62	.68	148	2.95	.99	3.47*
Identify the kinds of public and private welfare programs available to families and individuals in their community.	22	3.73	.83	155	3.00	.95	3.38*
Study careers available in the welfare field.	16	3.75	.86	161	2.95	1.04	3.10*
Visit the public welfare agency in their city or county to learn about its functions.	22	3.73	.77	155	3.10	1.04	2.72*
Develop a debate or panel discussion about whether or not public welfare programs are for the good of the people and the country.	9	3.44	.73	168	2.82	1.00	1.83

*$p \leq .05$

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Table 12

Priority Ratings Of History, Culture And Fine Arts Program Items
Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of History, Culture, And Fine Arts Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Have group to prepare a project or participate in a bicentennial program.	114	4.19	.77	63	3.11	1.23	7.16*
Have group to survey the cultural and artistic interests of a sample of people in their community.	32	3.94	.88	145	2.97	.95	5.29*
Have group prepare a written history of their community with the help of adults who have kept track of its history.	52	3.85	.80	125	3.05	1.06	5.06*
Invite several citizens of their community who know about community history to a meeting.	80	3.85	.78	97	3.23	1.06	4.38*
Visit several historical landmarks in or near their community.	107	3.83	.78	70	3.20	1.12	4.38*

*$p \leq .05$

Table 13

Priority Ratings Of Religious And Church Program Items Whether Conducted Or Not Conducted

(n=177)

Priority Ratings Of Religious And Church Program Items	CONDUCTED			DID NOT CONDUCT			t
	n	Mean	Standard Deviation	n	Mean	Standard Deviation	
Plan and conduct a community project in cooperation with or of benefit to a church or churches.	35	3.91	.81	142	2.92	.96	5.56*
Determine the functions of the ministerial association in the community.	12	4.00	.85	165	2.76	.98	4.20*
Plan and carry out Rural Life Sunday program; A Resource Development Week, or a Community Betterment Day in cooperation with local churches.	42	3.60	.86	135	2.92	1.06	3.77*
Study the ways the churches relate to the special interest organizations and welfare agencies in their community or county.	15	3.73	.96	162	2.85	.94	3.51*
Participate in career exploration about church and religious vocations.	9	3.67	1.00	168	2.85	1.07	2.26*
Prepare a debate or discussion on the role the churches and their members should play in helping resolve current and social problems.	10	3.40	1.07	167	2.86	1.05	1.58
Visit different churches on successive Sundays to learn the differences and similarities between the churches in their communities.	10	3.20	.78	167	2.82	1.10	1.07

*$p \leq .05$

SUMMARY OF RESEARCH SERIES

Community development has long been an emphasis of the Cooperative Extension Service. In recent years a great deal of effort has been expended to involve youth organizations in such programs. This study was conducted to ascertain the status concerning youth involvement and to provide recommendations for future program development.

The authors are recognized for their scholarship in preparing this summary. Dr. Cunningham is a Professor in the Department of Agricultural Education and Dr. Waddy was a graduate student in the same department when this information was prepared. He is now with the Alabama Cooperative Extension Service. Special appreciation is due Dr. Delwyn A. Dyer, Extension Specialist, Community Resource Development, Virginia Polytechnic Institute and State University, Blacksburg, Virginia; and Dr. Seifrid P. Bruny, Assistant State Leader, 4-H, Cooperative Extension Service, The Ohio State University, Columbus, Ohio for their critical review of the manuscript prior to its acceptance for publication.

Research has been an important function of the Department of Agricultural Education since it was established in 1917. Research conducted by the Department has generally been in the form of graduate theses, staff studies and funded research. It is the purpose of this series to make useful knowledge from such research available to practitioners in the profession. Individuals desiring additional information on this topic should examine the references cited in the bibliography.

J. David McCracken, Chairman
Department Research Committee

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